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### ENTRANCE REQUIREMENTS IN TWENTY-FIVE COLLEGES AND UNIVERSITIES

In these days, when the idea of uniformity in college-entrance requirements among all the leading colleges and universities of the United States is being seriously advocated, and certain preliminary steps to that end have already been taken, a comparison of the actual regulations in effect at present may be interesting and instructive.

The following table has been prepared from the latest catalogues or special bulletins issued by the various institutions. The prescriptions for admission to the department of literature, science, and the arts have alone been considered, and no effort has been made to indicate the various regulations that govern the course of students once they have been admitted to the colleges. In several instances such post-admission requirements operate to make the entrance prescriptions considerably more rigid than the data in the table would indicate. Since, however, discussions respecting the recent changes in a number of universities have already appeared in the *School Review*,<sup>1</sup> it is deemed inadvisable to enter into details in this article.

An analysis of the table reveals the following interesting facts:

1. That only two of the state institutions and only three of the non-state institutions prescribe other than fifteen units for admission.
2. That the usual mode of admission is by certificate in all of the institutions except Harvard, Yale, and Princeton.
3. That twenty of the twenty-five institutions prescribe three units of English.
4. That all the institutions except Minnesota, Chicago, and Leland Stanford Junior prescribe some foreign language; that in no one of the state institutions does this prescription exceed four units, while in four of these institutions the prescription is three units, and in six, two units; and that in the non-state schools none except Chicago and Leland Stanford Junior accepts

<sup>1</sup> Franklin W. Johnson, "The New Harvard Entrance Requirements," XIX, 412-13 (June, 1911); James R. Angell, "The Combination of Certificate and Examination Systems," XX, 145-60 (March, 1912).

THE REQUIREMENTS FOR ADMISSION TO THE DEPARTMENTS OF  
LITERATURE, SCIENCE, AND THE ARTS IN TWENTY-FIVE  
COLLEGES AND UNIVERSITIES IN THE UNITED STATES

COLLEGE OR UNIVERSITY	UNITS REQUIRED FOR ADMISSION	UNITS PRESCRIBED						ELECTIVE ACADEMIC UNITS TOTAL ACADEMIC UNITS REQUIRED	VOCATIONAL UNITS ACCEPTED	USUAL MODE OF ADMISSION	OTHER MODES OF ADMISSION
		English	Foreign Language	Mathematics	History	Science	Total				
I. <i>State Institutions</i>											
1. California.....	15	2	4	2	1	1	10	2	12	3	Certificate Examination
2. Colorado*. . . . .	15	3	4	2	2	2	13	..	12	3	Certificate Examination
3. Illinois.....	15	3	3	2½	1	..	9½	3½	13	2	Certificate Examination
4. Indiana.....	16	3	3	3	1	1	11	..	11	5	Certificate Examination
5. Iowa.....	15	3	2	2½	1	..	8½	6½	15	..	Certificate Examination
6. Kansas.....	15	3	3	2½	1	2	11½	2½	14	1	Certificate Examination
7. Minnesota†.....	15	4	..	2	..	..	6	5	11	4	Certificate Examination
8. Michigan‡.....	15	3	2	2	..	1	8	4	12	3	Certificate Examination
9. Missouri.....	15	3	2	2	..	..	7	4	11	4	Certificate Examination
10. Nebraska.....	15	2	3	2½	1	..	8½	3½	12	3	Certificate Examination
11. Ohio.....	15	3	4	2	1	1	11	2	13	2	Certificate Examination
12. Oregon.....	15	3	2	2½	1	1	9½	3½	13	2	Certificate Examination
13. Purdue (Indiana).....	15	3	2	2½	1	1	9½	1½	11	4	Certificate Examination
14. Washington§.....	15	3	4	2½	1	1	11½	½	12	3	Certificate Examination
15. Wisconsin.....	14	2	2	2	..	..	6	4	10	4	Certificate Examination
II. <i>Non-State Institutions</i>											
1. Brown.....	14½	3	5	2½	1	..	11½	2½	14½	..	Certificate Examination
2. Chicago ¶.....	15	3	..	..	..	..	3	7	10	5	Certificate Examination
3. Columbia.....	14½	3	4	2½	..	..	9½	4	13½	1	Certificate Examination
4. Harvard.....	15	3	4	2	1	1	11	3	14	1	Examination
5. Leland Stan- ford Junior**....	15	3	..	..	..	..	3	..	15	..	{ Unqualified Recommendation Examination
6. Princeton.....	14½	3	6	2½	..	..	11½	3	14½	..	Examination
7. Smith.....	15	3	4	2½	2	..	11½	3½	15	..	Certificate Examination
8. Vassar.....	15	4	7	2½	1	..	14½	½	15	..	Certificate Examination
9. Wellesley.....	15	3	7	3	1	..	11	4	15	..	Certificate Examination
10. Yale.....	15	3	6	2	..	..	11	4	15	..	Examination

\* The University of Colorado states that "candidates for admission should present the fifteen units indicated" but adds: "All students who do not present the units specified in the above table of requirements but who do present fifteen acceptable units will be regularly admitted. Such students will, however, be required to elect in college courses that will fulfil the requirements specified."

† The University of Minnesota prescribes three units of English and in addition "a major series of three or more units and a minor series of two units. . . . Either the major or the minor series must be in mathematics."

‡ The new entrance requirements of the University of Michigan provide that "graduates of schools on the approved list of the North Central Association of Colleges and Secondary Schools will be admitted upon the presentation of an unqualified recommendation covering not less than fifteen units, of which at least twelve must be from Group I [the older academic subjects]. Admission on this basis of recommendation may be granted also to the graduates of other especially approved schools."

§ The University of Washington provides three groups or courses within the College of Arts and Sciences. Each entering student is required to elect to follow one of these. For admission to two of

these three courses four years of foreign-language study are prescribed, as indicated in the table above. For admission to the "Mathematics and Science Group," however, but two years of foreign-language study are prescribed.

¶ In the University of Chicago three units in English constitute the only absolute prescription. In addition to English, however, a second major of three units, a minor of two units, and two other elective units, all lying within the group of the older academic subjects, are required. The remaining five units may be "selected from any subject accepted by an approved school for its diploma."

\*\* The only absolute prescription made by Leland Stanford Junior University is that of three units in English, and the unqualified recommendation of the candidate by the secondary-school authorities.

fewer than four units, while one requires five units, two require six units, and two require seven units.

5. That every one of the colleges and universities except Chicago and Leland Stanford Junior prescribes mathematics—nine institutions prescribing two units, twelve prescribing two and one-half units, and two prescribing three units.

6. That fourteen of the institutions prescribe one unit in history, and two prescribe two units.

7. That only ten institutions prescribe any science whatever, and of these ten, eight prescribe only one unit and two prescribe two units.

8. That with the exception of Chicago and Leland Stanford Junior no institution specifically prescribes, in the aggregate, fewer than six units; that only eight specifically prescribe fewer than nine units; that twelve specifically prescribe fewer than ten units; that eleven specifically prescribe between ten and twelve units; and that two specifically prescribe more than twelve units.

9. That every state institution except Iowa accepts some credit in vocational subjects, but that only three non-state institutions accept such credit; and that of the fourteen state institutions accepting vocational units, one accepts five, four accept four, five accept three, three accept two, and one accepts only one unit.

It seems obvious from this analysis that if uniformity in entrance requirements is to be established, or even approximated, this must be accomplished on a liberal basis, and not on a conservative or rigid one. In other words, the colleges must be prepared to accept a minimum of specified prescribed work and not a maximum. Just what branches shall constitute this *sine qua non* is of course the crux of the problem. From the foregoing analyses, however, the trend seems to be toward putting the emphasis upon character and acquired habits of thought and study more than upon specific attainments. The requirements for scholarship seem to be satisfied if the candidate gives evidence of having an appreciative acquaintance with the forms, contents, and processes of thought of several departments of learning, and at the same time evinces a grasp and a relative mastery of the forms, contents, and processes of thought in one or two distinct fields.

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